

# Turnham SEND information report 2021-2022

## SEND report general information – Page 2

What is the purpose of a SEND information report?

What is a SEND information report?

What does the term SEND mean?

## Identification of children with SEND – Page 3

What kinds of SEND are provided for?

How do we identify children with special educational needs or additional needs?

How are parents and pupils involved in this identification?

## Assessment of children with SEND – Page 4

How are children with Special Educational Needs assessed?

What is the different level of support for children with SEND?

How is an EHCP request completed?

## Support for children with SEND – Page 5&6

How are children with Special Educational Needs supported at Turnham?

What adaptations and strategies are used at Turnham for children with Special Educational Needs and disabilities?

What further additional support is available for pupils with special educational needs and disabilities?

How are pupils with Special Educational Needs supported during periods of transition?

How are children with SEND supported to access activities available to those without SEND?

What support is available to improve the social and emotional development of children?

## Monitoring and evaluation of SEND – Page 7

How is SEN provision evaluated for effectiveness?

What is the complaint procedure for SEN provision?

What are monitoring arrangements for this information report?

## Responsibilities and contacts for further information – Page 8&9

Who is involved in the SEND provision?

What are the contact details for support services for parents of children with SEND?

What is the Local Offer and where can it be found?

Where can other policies and documents relating to this information report be found?

## **SEND report general information**

### **What is the purpose of a SEND information report?**

The purpose of this SEND information report is to explain how Turnham Academy supports and makes provision for pupils with Special Educational Needs and Disabilities (SEND). This report will explain clearly the roles and responsibilities for everyone involved in providing for pupils with SEND.

Everyone who works at Turnham is committed to improving the life chances of all children including those with special educational needs and disabilities. We aim to make our children's learning experiences varied and inclusive for all children irrespective of their needs.

### **What is a SEND information report?**

All schools must publish an information report which explains the implementation of the SEND provision and should be updated annually. This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **What does the term SEND mean?**

The term Special Educational Needs and Disabilities (SEND) may be used alongside the term Special Educational Needs (SEN) throughout this report.

A pupil has SEND if they have a learning difficulty or disability which calls for special education provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.

Special educational provision is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **Identification of children with SEND**

### **What kinds of SEND are provided for?**

At Turnham, we provide additional provision for each of the four broad areas of need. Within each of the four broad areas of needs, there are a range of specific needs that are supported. These are:

- communication and interaction needs (speech, language and communication or Autism);
- cognitive and learning needs (such as dyslexia or dyspraxia);
- Social, Emotional and Mental Health needs (such as attention deficit hyperactivity disorder);
- sensory/physical needs (such as hearing or visual impairment).

### **How do we identify children with special educational needs or additional needs?**

At Turnham, we assess each pupil's attainment as well as their progress to be able to identify children who require further support. We use a range of assessments to assess the children in all areas of the curriculum through termly assessments, teacher judgements and end of Key Stage assessments (SATs). Children are assessed as standard to check for progress in reading, writing, maths and the wider curriculum. They are also assessed to check phonic skills as well as screenings for oracy.

Early identification through regular assessment allows us to identify children who require additional support at a universal level. Children who receive additional support at a universal level do not necessarily have a special educational need. Often with some additional support in place for a short period of time, children will be able to make progress at an appropriate level so that the support is no longer needed.

Where children have received additional targeted support but have continued to make less progress, further support can be identified with teachers and parents. At times, outside agencies may also be consulted to receive more specialist advice and recommendations for provision.

For children who have received this further support additional to the universal support available to all pupils, we would identify that the children have a special educational need. Once a child is identified as having a Special Educational Need, termly meetings will be held with class teachers and/or the Inclusion Lead to regularly review this additional provision. Children who continue to receive this additional provision and make good progress with this in place (and would make less than good progress if it was removed), will continue to have an identified Special Educational Need.

### **How are parents and pupils involved in this identification?**

When first discussing with parents and children whether or not special educational provision is needed, we aim to ensure that we take into account the concerns of parents, that everyone is agreed on the outcomes being sought for the child and all staff involved have a good understanding of the support in place as well as the strengths and difficulties for the child involved.

The Inclusion Lead requires a formal agreement with parents that their child has an additional need before a child is formally identified as having a Special Educational Need. It is really important that everyone agrees with the identified need and has opportunities to discuss this.

## **Assessment of children with SEND**

### **How are children with Special Educational Needs assessed?**

All children, including those with Special Educational Needs, are assessed termly as explained above in the section about identification. Children with Special Educational Needs are also assessed termly according to the graduated approach. This additional review relates to their individual provision in place which is specific to their additional need. This review takes place with teachers and the Inclusion Lead to ensure additional support continues to be appropriate. Parents are invited to these meetings and their contribution is greatly appreciated. The graduated approach is a cyclical approach as follows;

- assess
- plan
- do
- review

These four parts of the cycle take place over the term and are recorded for pupils on their individual plan.

For children who have an Education and Health Care Plan (EHCP), their needs and provision is also assessed yearly as part of their annual review. This formal review of their EHC Plan allows staff, parents and children to review in detail the needs, provision and outcomes in place. Outside agencies may also be invited to these annual reviews dependant on needs and the professionals currently involved in the provision detailed in the plan.

Parents who wish to discuss their child's assessment are welcome to request a meeting outside of these times too.

### **What is the different level of support for children with SEND?**

There are two levels which are SEND support and EHCP support. SEND support will be provided for the majority of children who have Special Educational Needs or Disabilities. EHCP (Education and Health Care Plan) support is for children whose needs cannot be met with SEND support provided only by the school.

Children who are identified as having SEND will initially be considered to require SEND support. Through assessment and discussion with the professionals involved in their special educational need or disability provision, it may be agreed that a request for further support is required in the form of an EHCP.

### **How is an EHCP request completed?**

An EHCP request can be completed by a parent/carer or by a professional involved in the educational provision for a child. At Turnham, EHCP requests are completed by the SENCo and submitted to the Local Authority. An EHCP request requires significant evidence that the school alone cannot meet the needs of the child and that significant support is required from the local authority. Parents who would like to discuss the possibility of an EHCP request should request a meeting with the SENCo.

There are timescales around how an EHCP request should be processed which the local Authority are legally required to adhere to. [Further guidance around the timescales can be found here.](#) Once an EHCP request is submitted, a decision will be made by the local authority as to whether they will complete an Education and health Care Needs Assessment. If they do decide to complete the assessment, a further decision will be made after the assessment is completed on whether to issue an EHCP. If parents do not agree with this decision, they can appeal the decision made. [Further guidance around the EHCP request process in Lewisham can be found here.](#)

## **Support for children with SEND**

### **How are children with Special Educational Needs supported at Turnham?**

At Turnham, our approach to teaching all children is through high quality teaching which is personalised to the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is Special Educational Provision. In meeting the requirements of The National Curriculum Framework, the academy employs some additional teaching approaches, as advised by assessments such as one to one support and small group teaching. These are often delivered by additional staff under the close direction of teachers and the Inclusion Lead. The class teacher will remain responsible for working with the pupil on a daily basis. Specific interventions provided at Turnham include Speech and Language groups, Sensory circuits, Phonics groups and Zones of Regulation support. For more information on the interventions currently provided at Turnham please see the provision document available on the Academy website which is updated regularly.

### **What adaptations and strategies are used at Turnham for children with Special Educational Needs and disabilities?**

At Turnham Academy, we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs and/or disability. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs/ Education, Health and Care Plans. The following are adaptations that may be made to ensure needs are met:

- differentiating the curriculum to ensure all children are able to access it for example through content of the lesson or grouping;
- adapting resources to be used by children
- using recommended aids such as visual timetables, sensory objects or coloured overlays;
- differentiating the curriculum for example giving longer processing times, pre-teaching of vocabulary and repeated opportunities for consolidation of skills.

For more information on the adaptations for children with disabilities please see the accessibility plan which is available on the Academy website.

### **What further additional support is available for pupils with special educational needs and disabilities?**

For children who the high quality teaching, interventions and adaptations and strategies do not allow them to make enough progress, further additional support is available from outside agencies. These include agencies detailed in the local offer (more information about Lewisham's local offer is available on the Academy website) as well as additional outside agencies that are hired by the school. The following are outside agencies currently supporting the school;

- Paediatric Team at kaleidoscope
- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Educational Psychologists (EP)
- Specific Learning Difficulty team (SpLD)
- Sensory team
- Child and Adolescent Mental Health team (CAMHS)
- Drama therapists
- Drumbeat Outreach Service
- Outreach Inclusion Service (OIS)

### **How are pupils with Special Educational Needs supported during periods of transition?**

At Turnham Academy, we work closely with educational settings used by children before they transfer to us to ensure their transition is as seamless as possible. Additionally, transition work is completed and in place for children who move between phases within the school as necessary e.g. Early Years Foundation Stage to Key Stage One. Meetings are held at the end of each academic year between staff to ensure information is shared between teaching staff as children move from one year to the next. Turnham take part in the Lewisham Secondary Transfer that is managed by the local authority. This allows for all receiving schools to receive the necessary information ahead of children beginning in Year Seven so enhanced transitions can be planned for if necessary. The Inclusion Lead will share all information with the SENCOs from the secondary schools as well inviting them to observe and meet children before transition if necessary. Where children have an EHC Plan, the SENCO from the receiving school will be invited to their Summer Term annual review.

### **How are children with SEND supported to access activities available to those without SEND?**

All clubs, trips and activities offered to pupils at Turnham Academy are available to children with Special Educational Needs and/or disability, where appropriate. For some children 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. Every effort will be made to provide adult support for those children with SEND who require it, if the academy is able to access additional funding.

### **What support is available to improve the social and emotional development of children?**

At Turnham Academy, the social and emotional development of children is significant. We understand the importance of all children developing social and emotional skills to allow them to effectively manage their own social and emotional well-being. Children's social and emotional development is supported in a range of ways as follows:

- Philosophy for Children sessions (P4C)
- Pastoral support provided by Head of Pastoral Care or other members of the Inclusion Team
- Zen Ten sessions
- Ten Minutes Peace sessions
- Zones of Regulation groups or whole class sessions

Children with Special Educational Needs and disabilities are also encouraged to take part in activities as explained above as well as being encouraged to be part of the Pupil Parliament.

## Monitoring and evaluation of SEND

### **How is SEN provision evaluated for effectiveness?**

To ensure that the provision for children with Special Educational Needs is effective, we focus on the review of the progress made towards outcomes identified for children. The SEN Code of Practice (2014) describes adequate progress as that which: is similar to that of children of the same age who had the same starting point matches or improves on the pupil's previous rate of progress which allows the attainment gap to close between the pupil and children of the same age. For pupils with an Education, Health and Care Plan there will be at least an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

### **What is the complaint procedure for SEN provision?**

The same arrangements for the treatment of complaints at Turnham Academy, are used for complaints about provision made for Special Educational Needs and/or disability. We encourage parents to discuss their concerns with the class teacher, Inclusion Lead or Head teacher to resolve the issue before making the complaint formal to the Chair of the GB (please see the Complaints Policy on the Academy website),

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

We have a zero tolerance approach to bullying. Please see the Anti-Bullying Policy on the Academy website for further information.

### **What are monitoring arrangements for this information report?**

This information report will be reviewed by the Inclusion Lead every year. It will also be updated if any changes to the information are made during the year.

This will be approved by the governing board.

## Responsibilities and contacts for further information

### **Who is involved in the SEND provision?**

#### **Inclusion lead/SENCo**

The inclusion Lead is Georgina Cox and part of her job role is the SENCo. To arrange a meeting with Miss Cox to discuss any concerns about your child, please contact the school office.

The Inclusion Lead/SENCo is responsible for:

- coordinating day to day provision for children with SEN, including those with EHC plans;
- working with the headteacher and SEN Governor to determine the strategic development of SEN policy and provision within the school;
- working with parents/carers to ensure they are kept up to date about their child's special educational needs and provision that is in place through the graduated approach;
- working with staff to ensure children receive high quality teaching and appropriate support through the graduated approach;
- working with external agencies to support the provision for pupils with special educational needs
- ensuring the records for all pupils with SEN are kept up to date;
- consulting with other providers of education to ensure children's needs are fully met after transitioning into another setting or provision including secondary transfer.

#### **SEN Governor**

The SEN Governor is Jennie Graham.

They are responsible for:

- Raising awareness of SEN issues at governing board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school
- Working with the head teacher and SENCo to determine the strategic development of SEN policy and provision within the school

#### **Head teacher**

The Head of School for Turnham Academy is Richard Piggford. The Executive Head teacher of the school is Miz Mann.

They are responsible for:

- working with the SENCo and SEN governor to determine the strategic development of SEN policy and provision within the school
- having overall responsibility for the provision and progress of children with SEND.

#### **Class teachers**

They are responsible for:

- the progress and development of every pupil in their class
- working closely with teaching assistants or specialist staff to plan and assess the impact of support and provision
- working with the SENCo to review each child's progress and decide on changes to provision

### **What are the contact details for support services for parents of children with SEND?**

Lewisham SENDIASS is the Lewisham SEND information, advice and support service who can give advice, information and support on all SEND matters. They can be contacted on 0203 319 2163 or emailed at [lewisham@kids.org.uk](mailto:lewisham@kids.org.uk)

Lewisham Parent and Carer's Forum is a voluntary group of parents and carers of children and young people (aged 0-25 years) with special educational needs and disabilities living in Lewisham. They can be contacted on 07534 568 020 or emailed at [info@lewishamparentcarer.org.uk](mailto:info@lewishamparentcarer.org.uk)

Lewisham Autism Support can be accessed through a referral from the communication clinic at Kaleidoscope. They offer advice about Autism and information on services that can support families further for children and young people up to the age of 18. They can be contacted on 0208 699 3066

Further information about services available to parents including nationwide services and Lewisham specific services can be found on the Lewisham local authority website through the Local Offer.

### **What is the Local Offer and where can it be found?**

The Local Offer is information published on the Lewisham local authority website about services available to parents, families and children in Lewisham. It also contains information about Lewisham's SEND strategy, the access to education and training for children and young people and social care and support for children and young people. Additionally, this contains further information about the EHC plan assessment process including details for a parental request.

Lewisham's local offer is published here: [Lewisham Council - Support for children with special educational needs and disabilities \(local offer\)](#)

### **Where can other policies and documents relating to this information report be found?**

- [Accessibility plan](#) (Turnham policy)
- [Behaviour Plan](#) (Turnham policy)
- [Supporting Children with medical conditions policy](#) (STEP policy)